

SOUTHSIDE HIGH

100 Blassingame Road
Greenville, SC 29605

GRADES 9-12 High School

ENROLLMENT 945 Students

PRINCIPAL Paulette Payne 864-299-8442

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	13	10	3	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	47.4	52.0	58.6	61.0	64.3	62.8
Passed 2 subtests	19.4	22.0	18.3	20.0	17.7	18.7
Passed 1 subtest	16.6	12.7	11.8	11.4	11.2	10.9
Passed no subtests	16.6	13.3	11.3	7.6	6.8	6.9

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	160	86.9	166	20.5	191	72.3
Gender						
Male	71	87.3	68	25.0	87	65.5
Female	89	86.5	98	17.3	104	77.9
Race or Ethnic Group						
African American	99	84.8	99	9.1	119	66.4
Hispanic	21	76.2	19	15.8	24	58.3
White	33	100.0	36	50.0	39	84.6
Other	7	85.7	12	33.3	9	99.0
Disability Status						
Non-speech disabilities	3	I/S	7	0.0	9	77.8
Students without disabilities	157	87.3	159	21.4	182	72.0
Migrant Status						
Migrant	N/A	N/A	1	I/S	0	N/A
Non-migrant	N/A	N/A	165	20.6	0	N/A
English Proficiency						
Limited English proficient	20	70.0	18	5.6	16	99.0
Non-LEP	140	89.3	148	22.3	175	68.6
Lunch Status						
Subsidized meals	39	69.2	72	5.6	66	99.0
Full-pay meals	121	92.6	94	31.9	125	55.2

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	20.5	9.1
Seniors who met the SAT requirement	20.5	9.3
Seniors who met the grade point average	47.6	47.1

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 945)				
Retention rate	11.7%	Up from 11.2%	9.5%	7.3%
Attendance rate	94.2%	Up from 93.6%	95.6%	95.5%
Eligible for gifted and talented	9.7%	Down from 13.2%	3.1%	5.1%
With disabilities other than speech	12.8%	Up from 11.9%	12.9%	12.2%
Older than usual for grade	14.5%	Up from 12.7%	10.8%	10.1%
Suspended or expelled	0.4%	Down from 1.0%	2.5%	2.3%
Enrolled in AP/IB programs	88.4%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	2.5%	Up from 2.0%	2.7%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	4.7%	3.2%
Enrollment in career/technology center courses	312	Down from 341	511	433
Students participating in worked-based experiences	0.6%	Down from 7.3%	26.5%	26.3%
Career/technology students mastering core competencies	76.0%	Up from 75.2%	73.7%	74.9%
Career/technology completers placed	100.0%	No change	99.8%	99.5%

Teachers (n= 61)				
Teachers with advanced degrees	45.9%	Down from 50.8%	46.4%	51.7%
Continuing contract teachers	82.0%	Up from 79.7%	81.8%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.7%	Up from 86.1%	84.2%	85.1%
Teacher attendance rate	98.4%	Up from 98.2%	95.5%	95.8%
Average teacher salary	\$40,212	Up 0.8%	\$39,919	\$40,303
Prof. development days/teacher	6.8 days	Down from 7.6 days	10.0 days	10.3 days

School				
Principal's years at school	0.0	Down from 3.0	4.0	3.0
Student-teacher ratio	22.7 to 1	Up from 13.5 to 1	24.8 to 1	26.2 to 1
Prime instructional time	92.0%	Up from 90.9%	89.9%	90.1%
Dollars spent per pupil*	\$5,261	Down 7.0%	\$6,318	\$6,279
Percent spent on teacher salaries*	60.4%	Up from 57.1%	56.9%	57.8%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	96.1%	Up from 88.8%	92.1%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Southside High School is a unique educational institution that draws its strength from the diversity of its student population and staff. It is an inner-city neighborhood school encompassing three magnet programs-International Baccalaureate with approximately 200 participants, International Studies with about 25 students, and English as a Second Language with 150 students. These students come together with our regular students to comprise a nationally ranked forensics team, a top of the district academic team, and an outstanding SAT team with regional honors and a top individual scorer in the district. Recently Southside was ranked by Newsweek magazine as #104 in the "Best Schools in America" poll.

During last year and this year, the school has implemented different programs to accommodate its diverse student population. Our International Baccalaureate program with its outstanding rigor caters to a variety of students who find success in its offerings-from the very intelligent participants (one 1600 SAT scorers) to the overachieving students looking for a never-before-faced challenge. To accommodate their needs, the school has offered time and stress management seminars. To better serve the International Studies students, the school offers many honors courses in addition to the IB courses these students attend. Remedial students had three courses especially designed for their success: double blocked pre-algebra (elective credit)/algebra (math credit) and double blocked reading (elective credit)/English (language arts credit) classes with a 15:1 and 20:1 student/teacher ratio, respectively. Our ESL students are given the opportunity to earn units or to audit regular and honors classes as well as to have one or more ESL classes with their instructors. Our special education students are allowed to choose their elective classes to align with their IEP's and provide positive interaction with other students. Through these offerings students met greater success in class, increased self-esteem, and improved peer relationships.

This summer, Southside is focusing on its freshmen population to improve their transition from middle to high school. Through monies received from a \$100,000 GE grant, Southside staff will implement a two-week freshmen orientation program as well as a freshmen academy that will, hopefully, increase their success and decrease their failure rate.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	99	26
Percent satisfied with learning environment	20.9%	50.0%	60.0%
Percent satisfied with social and physical environment	26.2%	53.1%	50.0%
Percent satisfied with home-school relations	22.7%	76.6%	52.0%

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.